

NAEP 2003 Reading Report for South Dakota

KEY FINDINGS

For grade 4:

- The average reading scale score for students in South Dakota was 222.
- South Dakota's average score (222) was higher than that of the nation's public schools (216).
- Students' average scores in South Dakota were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in South Dakota who performed at or above the *Proficient* level was 33 percent.
- In South Dakota, the percentage of students who performed at or above *Proficient* was higher than that for the nation's public schools (30 percent).

For grade 8:

- The average reading scale score for students in South Dakota was 270.
 - South Dakota's average score (270) was higher than that of the nation's public schools (261).
 - Students' average scores in South Dakota were higher than those in 38 jurisdictions, not significantly different from those in 12 jurisdictions, and lower than those in 2 jurisdictions.
 - The percentage of students in South Dakota who performed at or above the *Proficient* level was 39 percent.
 - In South Dakota, the percentage of students who performed at or above *Proficient* was higher than that for the nation's public schools (30 percent).
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This report provides selected results from the National Assessment of Educational Progress (NAEP) for South Dakota's public-school students at grades 4 and 8. Since 1992, reading has been assessed in five different years at the state level (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, and 2003). In 2003, 53 jurisdictions participated: the 50 states, District of Columbia, Department of Defense Domestic Dependent Elementary and Secondary Schools, and Department of Defense Dependents Schools (Overseas). South Dakota participated and met the criteria for reporting public-school results at both grades 4 and 8 in 2003.

NAEP is a project of the National Center for Education Statistics (NCES). For more information about the assessment, see *The Nation's Report Card, Reading Highlights 2003* or *The Nation's Report Card: Reading 2003*, which will be available in 2004. The full set of results is available in an interactive database on the NAEP web site (<http://nces.ed.gov/nationsreportcard/>). Released test questions, scoring guides, and question-level performance data are also available on the web site.

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) has provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

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Introduction

How Is Student Reading Performance Reported?

The results of student performance on the NAEP assessments are reported for various groups of students (e.g., fourth-grade female students or students who took the assessment in different years). NAEP does not produce scores for individual students or report scores for schools. Nor are data produced for school districts, except that some large urban districts voluntarily participated in the assessment on a trial basis and were sampled as states were sampled. Reading performance for groups of students is reported in two ways: 1) average scale scores and 2) achievement levels.

Scale Scores: Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 and is linked to the corresponding scales in 1992, 1994, 1998, 2000, and 2002. Subscales were created to report performance on each of the contexts for reading defined in the NAEP reading framework. An overall composite scale was developed by weighting each of the reading subscales for the grade (two at grade 4 and three at grade 8) based on its relative importance in the framework. This composite scale is the metric used to present the average scale scores and selected percentiles used in NAEP reports.

Achievement Levels: Student reading performance is also reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*. Results based on achievement levels are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic:* This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient:* This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced:* This level signifies superior performance.

The achievement levels are performance standards adopted by the National Assessment Governing Board (NAGB) as part of its statutory responsibilities mandated by Congress. The levels represent collective judgments of what students should know and be able to do for each grade tested. They are based on recommendations made by broadly representative panels of classroom teachers, education specialists, and members of the general public. As provided by law, the National Center for Education Statistics (NCES), upon review of congressionally mandated evaluations of NAEP, has determined that the achievement levels are to be used on a trial basis until it is determined that the achievement levels are "reasonable, valid, and informative to the public."¹ However, both NCES and NAGB believe these performance standards are useful for understanding trends in student achievement. They have been widely used by national and state officials as a common yardstick for academic performance. The reading achievement-level descriptions are summarized in figure 1.

Cautions in Interpreting Results

The averages and percentages in this report have a standard error—a range of up to a few points above or below the score—which takes into account potential score fluctuation due to sampling error and measurement error. Statistical tests that factor in these standard errors are used to determine

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whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the 0.05 level. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than in previous assessments.

In this report, statistically significant differences are referred to as "significant differences" or "significantly different." Significant differences between 2003 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

Estimates based on small subgroups are likely to have large standard errors. Consequently some seemingly large differences may not be statistically significant. The reader is cautioned to rely on reported differences in the tables and/or text, which are statistically significant, rather than on the apparent magnitude of any difference. Readers are also cautioned against interpreting NAEP results causally. Inferences related to subgroup performance, for example, should take into account the many socioeconomic and educational factors that may affect student performance.

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1. No Child Left Behind Act of 2001, Pub. L. No. 107–110, 115 Stat. 1425 (2001).

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Descriptions of NAEP reading achievement levels, grade 4

Basic Level (208)

Fourth-grade students performing at the *Basic* level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences, and extend the ideas in the text by making simple inferences.

For example, when reading **literary** text, *Basic*-level fourth graders should be able to tell what the story is generally about—providing details to support their understanding—and be able to connect aspects of the stories to their own experiences.

When reading **informational** text, they should be able to tell what the selection is generally about or identify the purpose for reading it, provide details to support their understanding, and connect ideas from the text to their background knowledge and experiences.

Proficient Level (238)

Fourth-grade students performing at the *Proficient* level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connections between the text and what the student infers should be clear.

For example, when reading **literary** text, *Proficient*-level fourth graders should be able to summarize the story, draw conclusions about the characters or plot, and recognize relationships such as cause and effect. When reading **informational** text, *Proficient*-level students should be able to summarize the information and identify the author's intent or purpose. They should be able to draw reasonable conclusions from the text, recognize relationships such as cause and effect or similarities and differences, and identify the meaning of the selection's key concepts.

Advanced Level (268)

Fourth-grade students performing at the *Advanced* level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.

For example, when reading **literary** text, *Advanced*-level students should be able to make generalizations about the point of the story and extend its meaning by integrating personal experiences and other readings with ideas suggested by the text. They should be able to identify literary devices such as figurative language. When reading **informational** text, *Advanced*-level fourth graders should be able to explain the author's intent by using supporting material from the text. They should be able to make critical judgments of the form and content of the text and explain their judgments clearly.

SOURCE: National Assessment Governing Board. (2002). *Reading Framework for the 2003 National Assessment of Educational Progress*. Washington, DC: Author.

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Descriptions of NAEP reading achievement levels, grade 8

Basic Level (243)

Eighth-grade students performing at the *Basic* level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect the overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

For example, when reading **literary** text, *Basic*-level eighth graders should be able to identify themes and make inferences and logical predictions about aspects such as plot and characters.

When reading **informational** text, they should be able to identify the main idea and the author's purpose. They should make inferences and draw conclusions supported by information in the text. They should recognize the relationships among the facts, ideas, events, and concepts of the text (e.g., cause and effect and chronological order).

When reading **practical** text, they should be able to identify the main purpose and make predictions about the relatively obvious outcomes of procedures in the text.

Proficient Level (281)

Eighth-grade students performing at the *Proficient* level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. *Proficient* eighth graders should be able to identify some of the devices authors use in composing text.

For example, when reading **literary** text, students at the *Proficient* level should be able to give details and examples to support themes that they identify. They should be able to use implied as well as explicit information in articulating themes; to interpret the actions, behaviors, and motives of characters; and to identify the use of literary devices such as personification and foreshadowing.

When reading **informational** text, they should be able to summarize the text using explicit and implied information and support conclusions with inferences based on the text.

When reading **practical** text, *Proficient*-level students should be able to describe its purpose and support their views with examples and details. They should be able to judge the importance of certain steps and procedures.

Advanced Level (323)

Eighth-grade students performing at the *Advanced* level should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text, and they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.

For example, when reading **literary** text, *Advanced*-level eighth graders should be able to make complex, abstract summaries and theme statements. They should be able to describe the interactions of various literary elements (i.e., setting, plot, characters, and theme) and explain how the use of literary devices affects both the meaning of the text and their response to the author's style. They should be able critically to analyze and evaluate the composition of the text. When reading **informational** text, they should be able to analyze the author's purpose and point of view. They should be able to use cultural and historical background information to develop perspectives on the text and be able to apply text information to broad issues and world situations.

When reading **practical** text, *Advanced*-level students should be able to synthesize information that will guide their performance, apply text information to new situations, and critique the usefulness of the form and content.

SOURCE: National Assessment Governing Board. (2002). *Reading Framework for the 2003 National Assessment of Educational Progress*. Washington, DC: Author.

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NAEP Reading 2003 Overall Scale Score and Achievement-Level Results for Public School Students

Overall Scale Score Results

In this section student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500. Scores on this scale are comparable from 1992 through 2003.

Tables 1A and 1B show the overall performance results of grades 4 and 8 public school students in South Dakota and the nation. The first column of results presents the average score on the NAEP reading scale. The subsequent columns show the score at selected percentiles. The percentile indicates the percentage of students who performed below the score for that percentile. For example, 10 percent of the students had scores that were lower than the score shown for the 10th percentile.

Grade 4 Scale Score Results

- In 2003, the average scale score for students in South Dakota was 222. This was higher than that of students across the nation (216).



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Average reading scale scores and selected percentiles, grade 4 public schools: 2003

Average Scale Score	Scale score distribution				
	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile

Accommodations permitted	2003 South Dakota	222 (1.2)	178 (2.0)	201 (1.3)	224 (1.7)	246 (1.3)	263 (1.7)
	Nation (Public)	216 (0.3)	167 (0.5)	193 (0.4)	219 (0.4)	243 (0.2)	262 (0.3)

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. In addition to allowing for accommodations, the accommodations-permitted results for national public schools (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998, due to changes in sample weighting procedures. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Grade 8 Scale Score Results

- In 2003, the average scale score for students in South Dakota was 270. This was higher than that of students across the nation (261).



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Average reading scale scores and selected percentiles, grade 8 public schools: 2003

	Average Scale Score	Scale score distribution				
		10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile
Accommodations permitted						
2003 South Dakota	270 (0.8)	229 (1.5)	251 (1.4)	272 (1.3)	292 (1.4)	308 (1.2)
Nation (Public)	261 (0.2)	215 (0.5)	240 (0.3)	264 (0.3)	286 (0.3)	304 (0.3)

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Overall Achievement-Level Results

In this section student performance is reported as the percentage of students performing relative to standards set by the National Assessment Governing Board (NAGB). These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

Tables 2A and 2B present the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at the *Advanced* level. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced*) plus the students below *Basic* will sum to 100 percent (except for rounding).

Grade 4 Achievement-Level Results

- In 2003, the percentage of South Dakota's students who performed at or above the *Proficient* level was 33 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).

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		Percentage of students at or above each reading achievement level, grade 4 public schools: 2003			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above	
				<i>Proficient</i>	<i>Advanced</i>
Accommodations permitted					
2003	South Dakota	31 (1.4)	69 (1.4)	33 (1.3)	7 (0.7)
	Nation (Public)	38 (0.3)	62 (0.3)	30 (0.3)	7 (0.1)

NOTE: The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; and *Advanced*, 268 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Details may not sum to totals due to rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. In addition to allowing for accommodations, the accommodations-permitted results for national public schools (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998, due to changes in sample weighting procedures.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Grade 8 Achievement-Level Results

- In 2003, the percentage of South Dakota's students who performed at or above the *Proficient* level was 39 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).



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Percentage of students at or above each reading achievement level, grade 8 public schools: 2003

Below <i>Basic</i>	At or above <i>Basic</i>	At or above	
		<i>Proficient</i>	<i>Advanced</i>

Accommodations permitted						
2003	South Dakota	18 (0.9)	82 (0.9)	39 (1.2)	3	(0.5)
	Nation (Public)	28 (0.3)	72 (0.3)	30 (0.3)	3	(0.1)

NOTE: The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Details may not sum to totals due to rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Comparisons Between South Dakota and Other Participating States and Jurisdictions

In 2003, 53 jurisdictions participated in the reading assessment. These include the 50 states, the District of Columbia and the two groups of Department of Defense Education Activity (DoDEA) schools: Domestic Dependent Elementary and Secondary Schools (DDESS) and Department of Defense Dependents Schools (DoDDS).

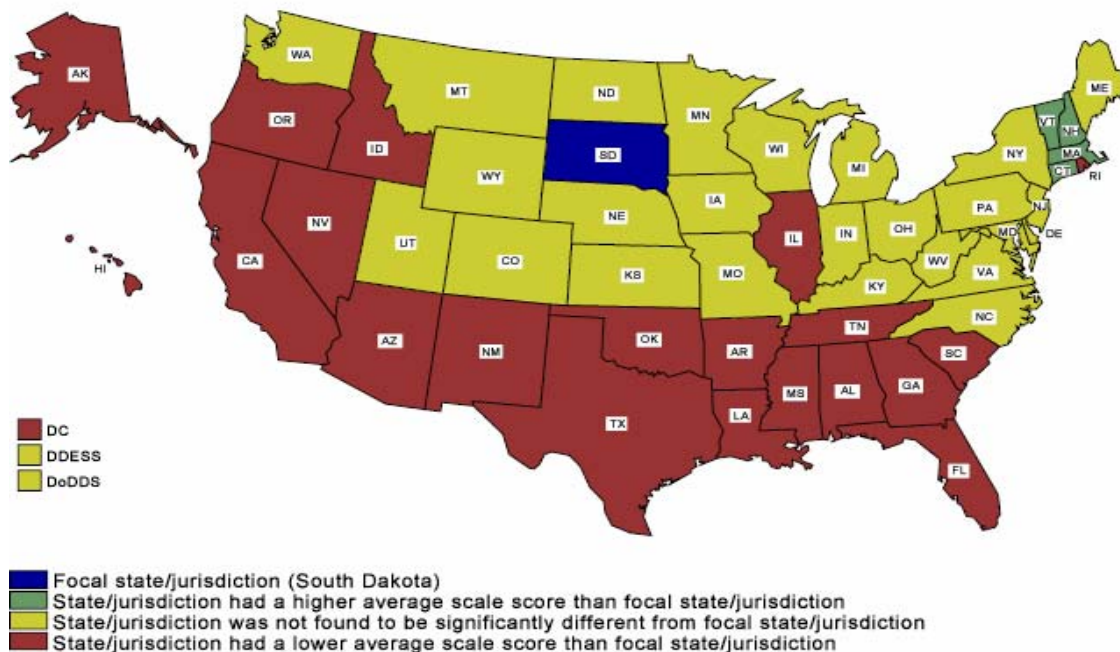
Comparisons by Average Scale Scores

Figures 2A and 2B compare South Dakota's 2003 overall reading scale scores at grades 4 and 8 with those of all other participating states and jurisdictions. The different shadings indicate whether a state's or jurisdiction's average scale score was found to be higher than, lower than, or not significantly different from that of South Dakota in the NAEP 2003 reading assessment.

FIGURE 2A

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South Dakota's average reading scale score compared with scores for other participating jurisdictions, grade 4 public schools: 2003

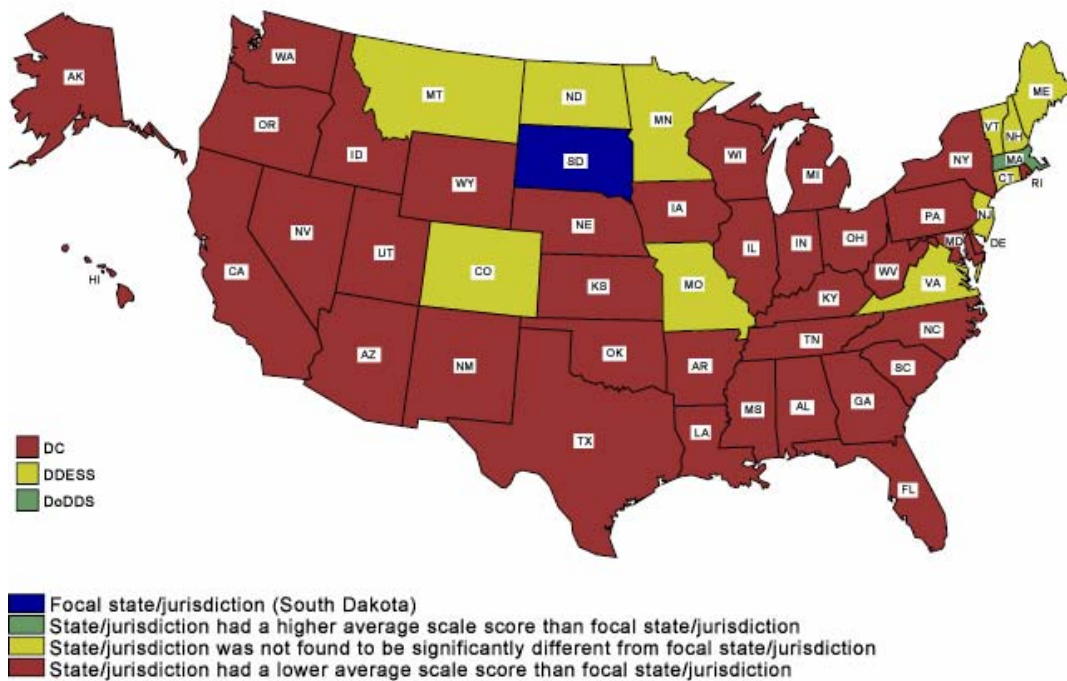


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South Dakota's average reading scale score compared with scores for other participating jurisdictions, grade 8 public schools: 2003



DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.

DoDDS: Department of Defense Dependents Schools (Overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Comparisons by Achievement Levels

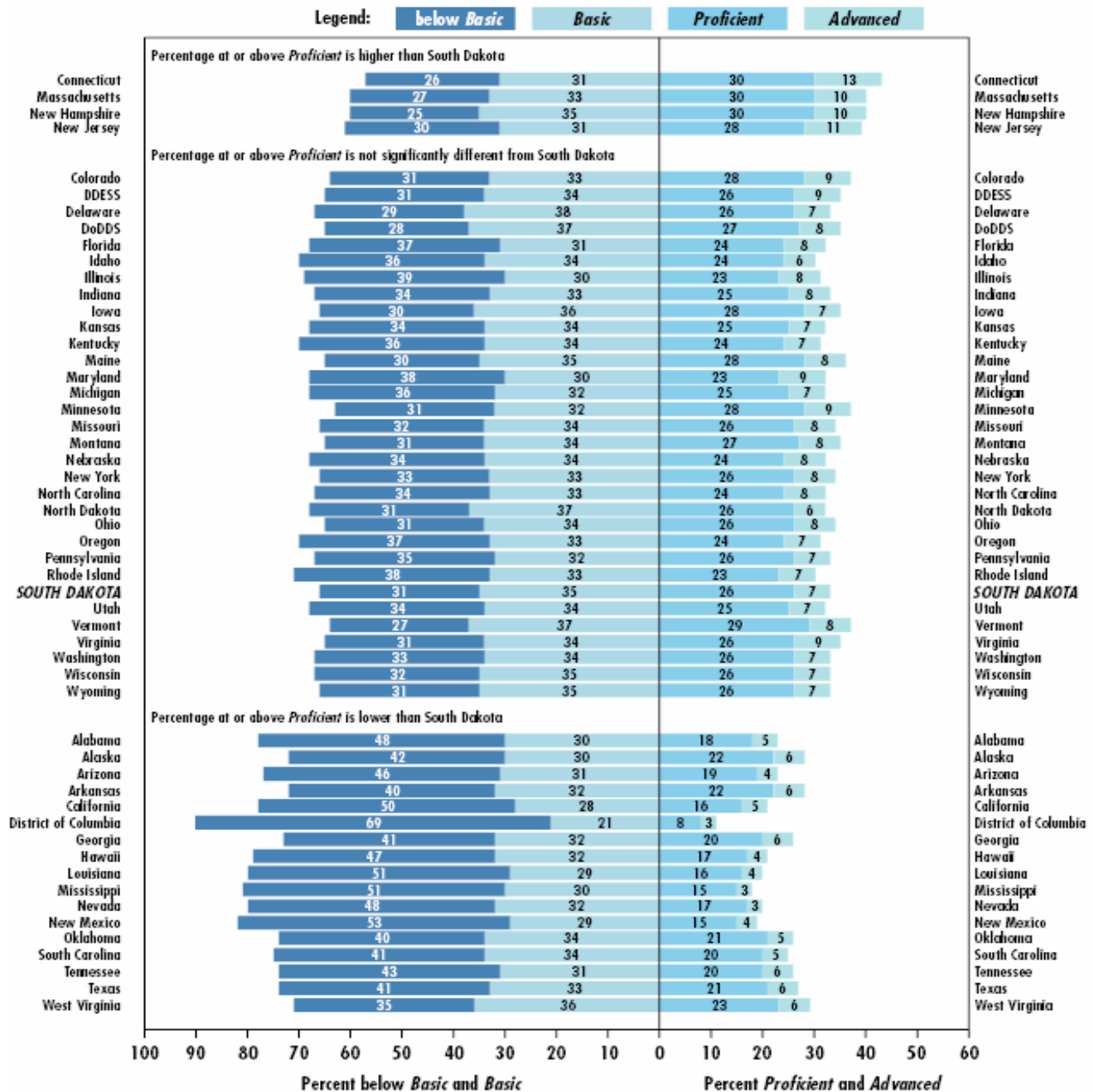
Figures 3A and 3B permit comparisons of all jurisdictions participating in the NAEP 2003 reading assessment in terms of percentages of grades 4 and 8 students performing at or above the *Proficient* level. The participating states and jurisdictions are grouped into categories reflecting student performance compared to that in South Dakota. The jurisdictions are grouped by whether the percentage of their students with scores at or above the *Proficient* level (including *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in South Dakota. Note that the arrangement of the states and the other jurisdictions within each category is alphabetical; statistical comparisons among jurisdictions within each of the three categories are not included in this report. Cross-state comparisons are available at <http://nces.ed.gov/nationsreportcard/states/>.

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FIGURE
3A

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Percentage of students within each reading achievement-level range, and South Dakota's percentage at or above Proficient compared with other participating jurisdictions, grade 4 public schools: By state, 2003



DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.

DoDDS: Department of Defense Dependents Schools (Overseas).

NOTE: The bars above contain percentages of students in each NAEP reading achievement range. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding.

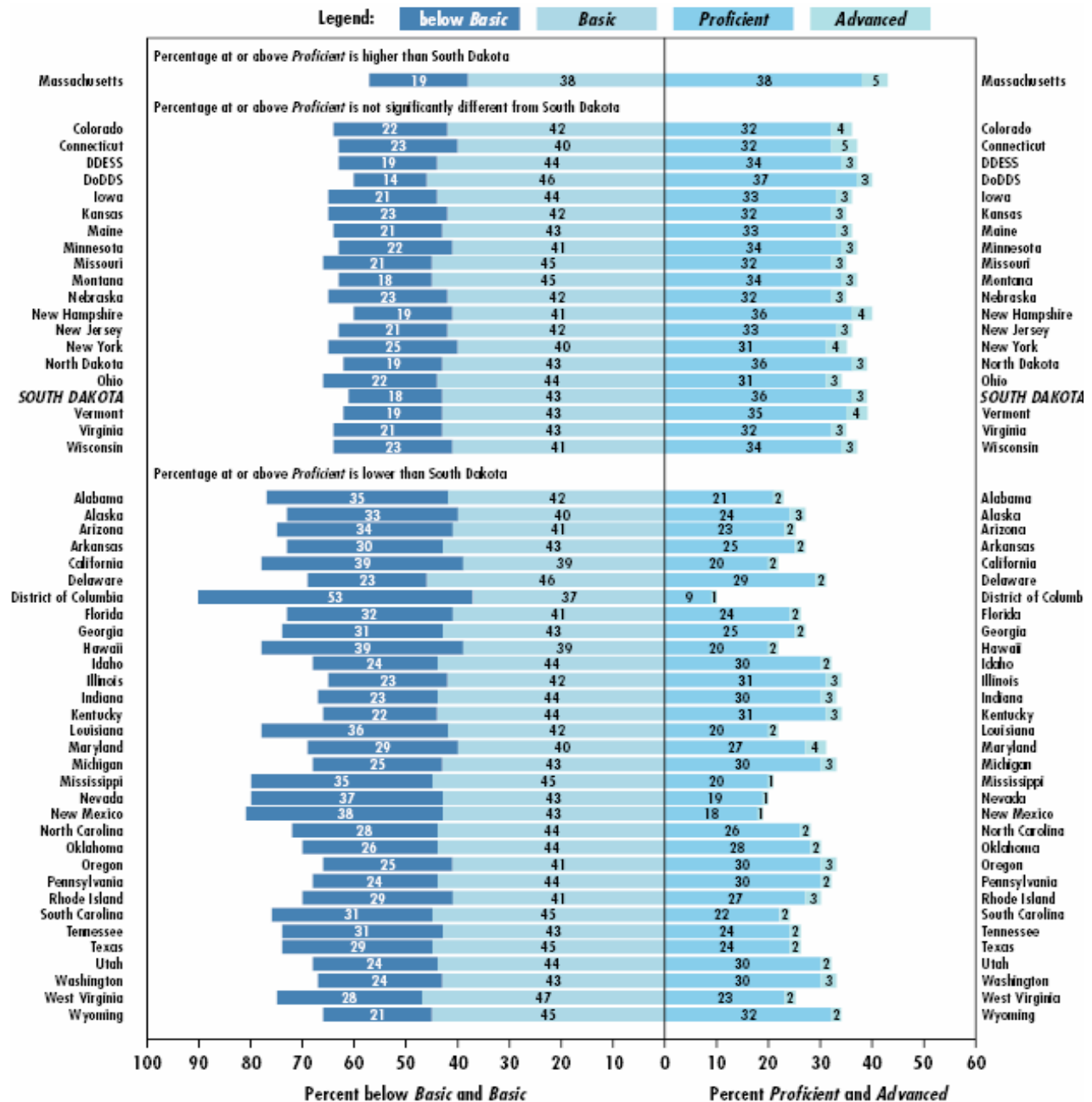
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Percentage of students within each reading achievement-level range, and South Dakota's percentage at or above Proficient compared with other participating jurisdictions, grade 8 public schools: By state, 2003



DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.

DoDDS: Department of Defense Dependents Schools (Overseas).

NOTE: The bars above contain percentages of students in each NAEP reading achievement range. Achievement levels corresponding to each population of students are aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2003 Reading Assessment.